

## APPENDIX E

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## SPECIAL ANALYSES

## Issue Frequency of Residents Participation in Recreational Activities

Six bar graphs based on Interview **Question I 14** are presented below. They show over time how daily, weekly and less than weekly participation in various activities has changed over time. The left hand column in each chart shows rates of participation at  $T_0$  (the institutional setting). The extreme right hand column shows these rates for the residents that we were able to visit at  $T_5$ . It should be remembered that we only have a sample of about one third the size of the other points ( $n=36$ ) at  $T_5$ , so these are less likely to represent the population. These charts reveal that in general rates of participation in most activities decline after individuals leave the institution. The greatest shifts are increases in rates of *non participation* for activities that require organization and coordination - sports, swimming, bowling and to a lesser extent dancing.

We scaled each of these activities based on frequency of participation and calculated the difference in mean scores between institutional residents ( $T_0$ ) and all of the mover cohorts ( $T_1$  through  $T_5$ ) to test the likelihood that these changes in frequency might have occurred randomly. For sports, the statistical difference in means (using Student's unpaired *Mest*) was not significant but for swimming it clearly was ( $t = 4.510$ ,  $p < .0001$ ).

Figure E 1

Frequency of Sports Participation

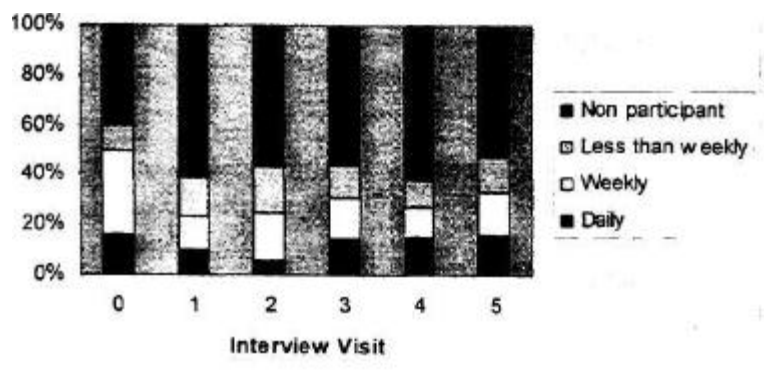


Figure E 2

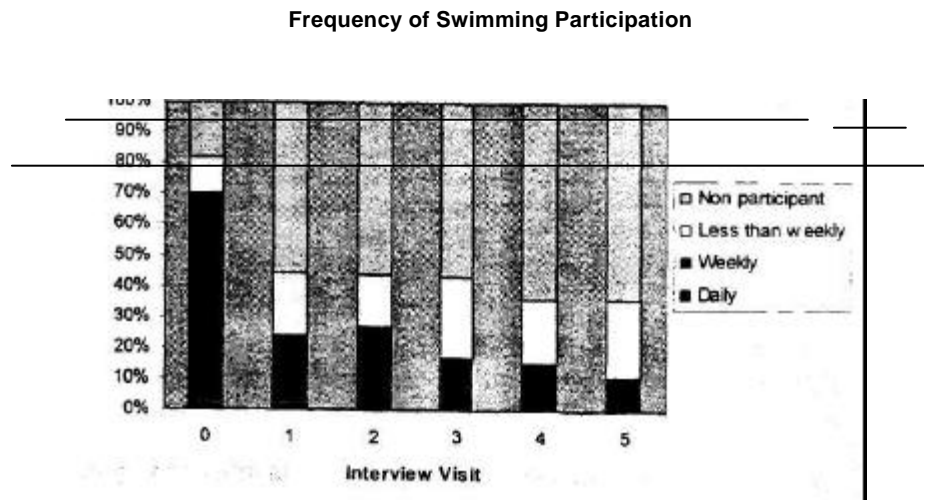


Figure E 3

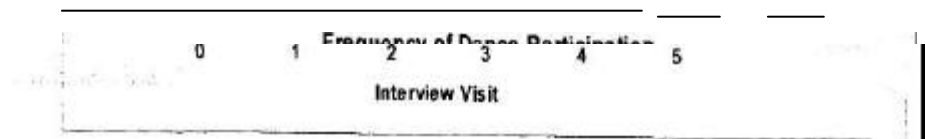


Figure E 4

E2

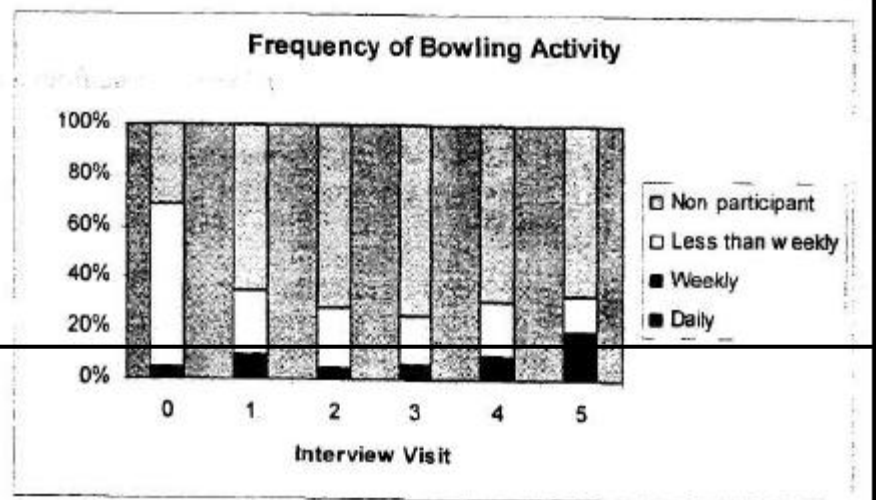


Figure E 5

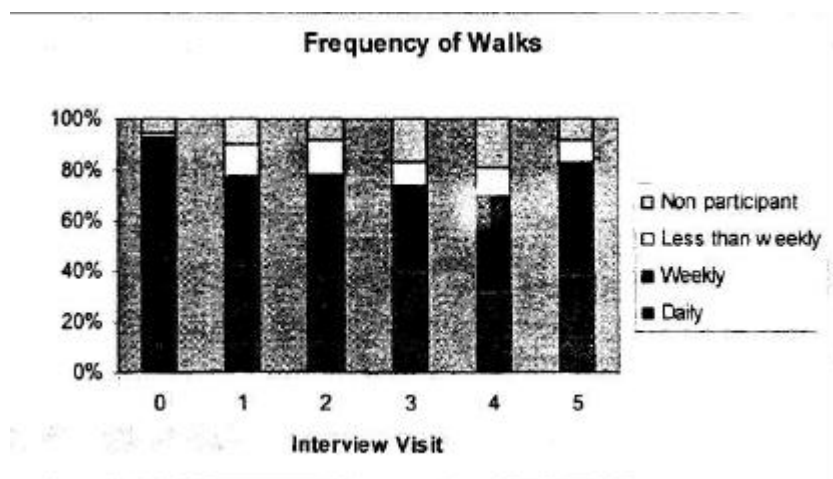
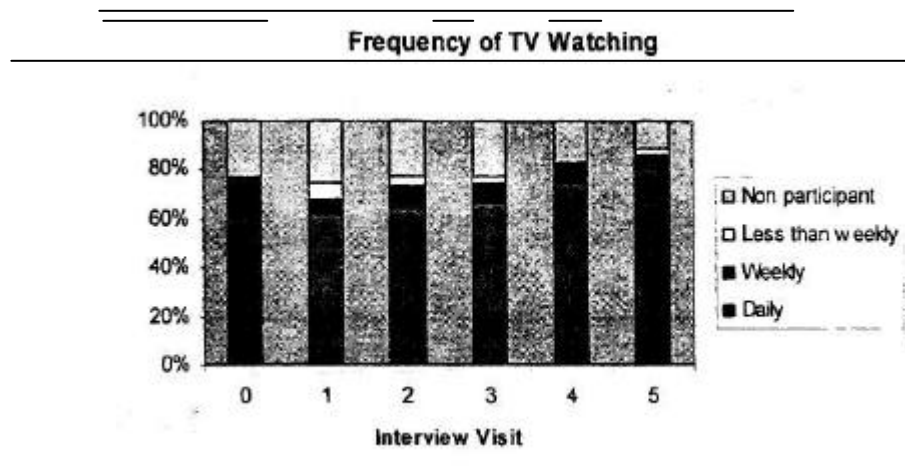


Figure E 6



Most activities do not occur *daily* In the institutions **swimming** was possible at least weekly (**Figure E 2**) and nearly 70% participated that often Clearly the availability of a pool on campus made this activity easier to coordinate than in the community setting However the increase in non participation in swimming from about 12% at T<sub>0</sub> to 66% at T<sub>4</sub> and T<sub>5</sub> is quite startling *Family Survey* parents responses and our research associates comments show this activity is greatly missed by a significant number of *Jackson* Class members

For **dance** and **bowling** the mean scores move in the direction of less frequent participation by residents in the community but the mean differences between the institution and community are not large enough to be statistically significant. Bowling in fact may be making a comeback perhaps because some community residents can go on their own without the need for elaborate planning.

Two activities occurred daily in the institution for most residents: walking and watching television. One of these daily **walking** declines from 83% to about 43% in the community. The difference in mean scores between  $T_0$  and  $T_{15}$  is statistically significant ( $j = 5.678$ ,  $p < .0001$ ). As a structured activity, taking a daily walk was more common in the institutions. However, this does not mean that individuals actually walk less in the community.

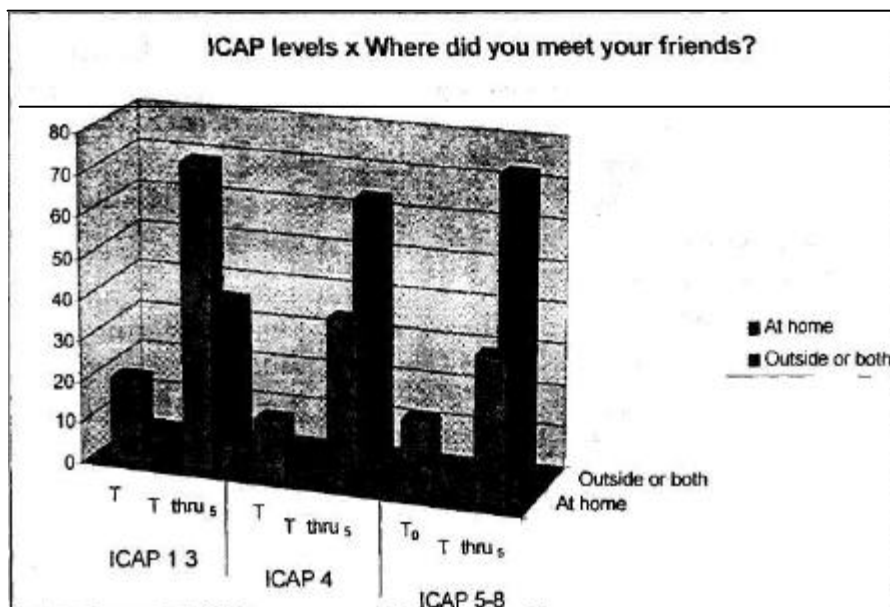
The *only* recreational activity where daily participation *rises* after transition to the community - from 60% at  $T_0$  to over 80% at  $T_5$  - is **TV watching**. We had hypothesized that in the less structured community environment with fewer professional staff and more choice provided a tendency toward more TV watching would emerge. However, the difference in mean scores between  $T_0$  and  $T_{15}$  is *not* statistically significant ( $t = 4.35$ ,  $p = .6639$ ). Although the direction of the trend is suggestive, our hypothesis is not strongly supported by our data.

## Issue Relationship between ICAP Level and Opportunities and Choices

The two charts below report bivariate analyses. We examine several variables simultaneously with the intent to discover whether or not one variable is responsible for influencing the other. These analyses help us answer the question: Are outcomes influenced by the *Jackson* class member's ICAP level?

Figure E 7

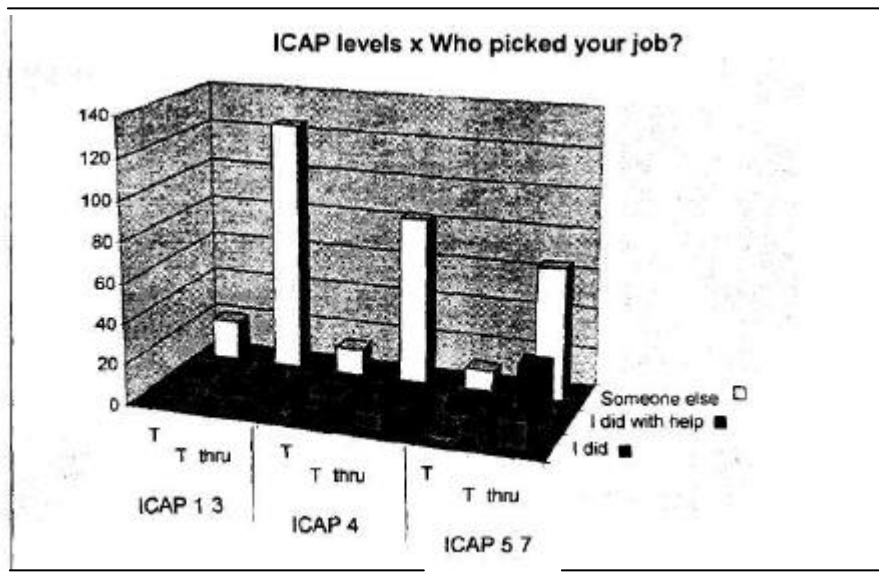
*Individuals with higher  
ICAP scores more  
often meet friends  
outside the home*



The figure above displays a significant difference between outcomes for individuals with low median and high ICAP scores. What we discover is that a greater proportion of individuals with the highest scores (Level 5-8) tend to meet their friends in *both* residential and outside environments compared to those with lower ICAP levels (Level 1-3). Although not shown in this graph, their rates of making friendships outside the home increase over time.

We interpret this finding to mean that those with a higher level of functioning (as measured by ICAP level) have more opportunities to make friends apart from the residential setting. The data support this proposition. However, it is important to interpret this finding at face value and not to try to read into it any invidious meaning. We are not suggesting that staff are not trying to provide opportunities to make friends. In fact, we discovered that for the observation indicator Friendships and social relationships are encouraged and supported (O 17), there is a small (statistically not significant) correlation between positive assessments and *low* ICAP scores. Rather, we simply report the discovery of an important relationship *where Jackson* class members make friends varies based upon the individual's ICAP level.

Figure E 8



*Residents with higher ICAP scores are more likely to choose (or help choose) their job*

This graph of the cross tabulation of **ICAP Level by Who picked your job** shows that although *someone else* chooses most individuals day programs some variance is associated with the *Jackson* class member's ICAP level. We discover that individuals with the higher ICAP scores (Level 5 8) are more likely (even at  $T_0$ ) either to *pick* or *pick with help* their job training or school than *Jackson* class members with lower scores. No individual at Levels 1 3 at any point picked his or her day program. Choosing one's program *with help* progresses as ICAP score rises. To a slight extent choice appears to improve as residents have been in the community longer but this cannot be shown statistically (See Figure I 23 1 on page 58 )

We interpret this finding to mean that *Jackson* class members with a higher level of functioning over time participate in this choice process more than those whose level of functioning is lower. Again it is important not to over interpret but to accept this finding at face value. In many cases choices (job training and school) *do not exist*. So our revised proposition is that where the choice exists *Jackson* Class members with higher ICAP levels pick or pick *with help* their job training or school more often than their fellow community residents functioning at a lower level.